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RESEARCH ARTICLE

Investigating the Impacts of Grammatical Mistakes of English Writing and Speaking Skills in English Department Students at Sayed Jamaluddin Afghani University

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ABSTRACT

The purpose of this study is to evaluate the English language proficiency of Sayed Jamaluddin Afghani University students enrolled in the English Department. It primarily looks at the grammatical mistakes that impede kids' language development and how they affect their ability to communicate. A structured questionnaire was used in a quantitative survey with a sample of 120 students in order to collect data. The results show that improper application of linguistic norms, infrequent practice, and the effect of students' native language, which frequently interferes with English usage, are the primary causes of grammatical errors. The efficacy and clarity of students' speech are greatly impacted by these errors. According to the study's findings, English professors should implement specialized courses that emphasize communicative grammar instruction. It also recommends giving students regular chances to practice active language usage, which can improve their overall communication skills and grammatical precision, ultimately increasing their English proficiency.

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Introduction

Grammar is a fundamental and important part of language learning, as grammatical structures are the primary means of expressing concepts and establishing relationships (Ellis, 2006). English language learners, especially those studying English in higher education, face many challenges in developing both writing and speaking skills, one of which is the increase in grammatical errors (Richards & Schmidt, 2010). The presence of grammatical errors not only impairs students' fluency and accuracy but also reduces their communication effectiveness and self-confidence (Brown, 2007).

Writing skills in academic settings are considered an important element of academic expression, as students' intellectual abilities and research achievements are expressed through writing (Hyland, 2016). However, when grammatical errors occur in the writing process, it not only makes it difficult for the reader to understand the meaning but also creates a negative perception of the writer's academic potential (James, 2013). Similarly, speaking skills are also an important aspect of students' academic and social development, but the presence of grammatical errors impairs their clarity, coherence, and effective interaction with the audience (Celce-Murcia & Larsen-Freeman, 1999).

In the field of higher education in Afghanistan, the importance of learning English has increased over the past two decades. Students of the English Department of Sayed Jamaluddin Afghan University are engaged in learning the four basic language skills (reading, listening, writing, and speaking), but the teaching method,

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environmental influences, limited opportunities for language practice, and the students' weak grammatical foundation cause their writing and speech to be full of numerous grammatical errors (Khan, 2019). The impact of grammatical errors is not only technical but also affects the psychological state and self-confidence of students. Students who constantly make mistakes face fear and anxiety while speaking, which in turn reduces their psychological effectiveness in speaking (Horwitz, 2010). Therefore, researching the nature, causes, and consequences of grammatical errors is essential to improving the quality of English teaching and enabling students to present their writing and speaking in a standard manner (Cook, 2008).

This study attempts to investigate the pattern, severity, and impact of grammatical errors among students of the English Department of Sayed Jamaluddin Afghan University on their writing and speaking skills. This study will not only provide guidelines for improving students' language skills but will also help teachers and curriculum designers determine practical strategies. In addition, through the analysis of grammatical errors, it is possible to identify the linguistic areas in which students have the most problems, such as tenses, subject-verb agreement, correct use of letters, and sentence structure (Corder, 1981). In conclusion, it can be said that the problem of grammatical errors is not only at the linguistic level the academic progress of students and their professional future. Therefore, this study attempts to investigate the real impact of grammatical errors in a scientific and analytical manner and to provide scientific recommendations for the improvement of the students of the English department.

Research Objectives

1. To determine the impact of grammatical mistakes of English writing skill of English Department students at Sayed Jamaluddin Afghani university.

2. To determine the impact of grammatical mistakes of English-speaking skill of English Department students at Sayed Jamaluddin Afghani university.

Research Questions

1. What are the impacts of grammatical mistakes on English writing skill of the English Department students at Sayed Jamaluddin Afghani university?

2. What are the impacts of grammatical mistakes on English speaking skill of the English Department students at Sayed Jamaluddin Afghani university?

Literature Review

The study provides great importance in the teaching and learning of English, as these errors are considered an important indicator of the assessment and development of students' language skills (Corder, 1981). According to previous research, second language learners face fundamental difficulties in learning grammar, the impact of which is evident in both their writing and speaking skills (Ellis, 2006). Various research views have been presented on the types, causes, and effects of grammatical errors, but most studies emphasize that errors are a natural part of language learning and a source of valuable information for students' progress (Richards & Schmidt, 2010).

Yaseeni et al. (2024) indicated that writing skill are essential for college students to assist the in reporting their ideas. Research on writing skills shows that grammatical errors have a direct impact on the clarity of students' writing and the level of reader comprehension (James, 2013). According to Hyland (2016), the development of writing skills is related to grammatical accuracy and correct sentence structure, and students who have a strong foundation in grammar can present their ideas clearly and systematically. Conversely, an increase in grammatical errors leads to a decrease in the clarity and academic credibility of the text.

Similar problems are observed in speaking skills. According to a study by Celce-Murcia and Larsen-Freeman (1999), the presence of grammatical errors negatively affects students' fluency and communication effectiveness. Students who make grammatical errors often feel less confident when speaking, which reduces their effectiveness in using the language (Horwitz, 2010) .A number of studies have also examined grammatical errors among English learners in the context of Afghanistan. Khan's (2019) study on common grammatical errors among Afghan students shows that students make errors most often in verb tenses, subject-verb agreement, and the use of preposition.

At the local level, Hashim's (2015) study showed that students from non-English speaking backgrounds face an increase in errors in both writing and speaking skills due to their limited knowledge of grammatical rules. Similarly, Brown's (2007) study emphasizes that grammar is not just a set of rules but a means of constructing meaning, and its incorrect use directly affects the clarity and meaning of relationships .Specifically, regarding Afghan university students, Rahimi's (2020) study showed that the problem of grammatical errors often arises due to teaching methods, the level of teacher training, and the

non-standard structure of the curriculum. According to him, although students have a basic understanding of the rules, they appear weak in practical application because they are not given many real opportunities to speak and write.

Internationally, Dulay and Burt's (1974) theory that error analysis is essential for the theoretical and practical development of language learning is well-known. They argue that errors are signs of progress in language learning, not just shortcomings. However, according to contemporary research, if grammatical errors persist and are not corrected properly, they negatively affect students' language skills and hinder their academic progress (Cook, 2008). In short, the general results of previous studies show that the identification, analysis, and correction of grammatical errors. This study lies in scientifically investigating the specific types, causes, and effects of students' grammatical errors on their writing and speaking in order to provide suggestions for improving the quality of teaching and learning.

Methods and Materials

This study is based on a quantitative research design, as its aim is to measure students' grammatical errors and statistically determine their impact on their writing and speaking skills. Quantitative research is the best method for analyzing the relationship between variables (Creswell, 2014). The study examines the grammatical errors and students' skills. In this research design, the relationship between grammatical errors (independent variable) and writing and speaking skills (dependent variables) is analyzed to determine whether an increase in errors has an effect on a decrease in skills (Ary, Jacobs, & Sorensen, 2010). The population of the study is all English department students. For statistical accuracy, the sample of the study was selected through random sampling. The sample size was selected as 120 students based on the Morgan table to ensure statistical representation (Krejcie & Morgan, 1970). The gender, academic level (first, second, third, or fourth year), and stage of study of the students form part of the analysis of demographic data. Such random selection is considered necessary for the generalizability and validity of the data (Cohen, Manion, & Morrison, 2018).

The questionnaire was designed to assess students' writing and speaking skills. A 5-point Likert scale was used to collect the data. This questionnaire was adapted from Brown's (2007) language proficiency assessment model. The validity of both instruments was assessed by three English teachers, and reliability was calculated using Cronbach's Alpha, with a result above 0.80 indicating the reliability of the instruments (Creswell, 2014). The official permission for the study was obtained from the university faculty. Consent to participate was obtained from the students, and they were assured that the data would be used for research purposes only. The data collection process lasted for two weeks. SPSS is used for descriptive statistics to find the mean and SD to describe the overall results of the students.

Findings

Findings of the research question one: Impact of grammatical mistakes on English writing skill, which states, "What is the impact of grammatical mistakes on English writing skill among students of the English Department at Sayed Jamaluddin Afghani University?" Table 1 provides the statistics, including frequency, minimum, maximum, mean, and standard deviation. deviation of students' perspectives regarding the impact of grammatical mistakes on English writing skills. Table 1 presents the perspective of English Department students at Sayed Jamaluddin Afghani University on the impact of grammatical mistakes on English writing skills. The RQ1 is examined through 10 item questions (1, 2, 3, 4, 5, 6, 7, 8, 9, 10). The average mean for RQ1 is 4.312 with a standard deviation of 1.0836. This average mean value shows a high-level impact of grammatical mistakes on English writing skill from the perspective of English Department students at Sayed Jamaluddin Afghani University.

Table1. Shows the impact of grammatical mistakes on English writing skill

Descriptive Statistics					
RQ1-10	N	Mini	Max	Mean	**Std. Deviation**
I often make grammatical mistakes in my English writing.	120	1	5	4.19	**1.279**
Grammatical errors negatively affect the clarity of my writing.	120	1	5	4.30	**1.192**
My teachers or peers frequently point out grammar mistakes in my written work.	120	1	5	4.20	**1.213**

Grammar mistakes reduce my confidence in writing English.	120	1	5	4.51	**.996**
I receive lower marks or negative feedback because of grammar errors in writing.	120	1	5	4.60	**.844**
I always revise my grammar before submitting written assignments.	120	1	5	3.96	**1.191**
I commonly make mistakes in grammar areas like tenses, articles, and prepositions.	120	1	5	4.51	**.860**
I have received sufficient training to improve grammar in my writing.	120	1	5	4.49	**1.037**
I believe grammar is important for English writing skill.	120	1	5	4.35	**1.241**
Fear of making grammar mistakes prevents me from expressing complex ideas in writing.	120	1	5	4.01	**.983**
Valid N (listwise)	**120**			**Average mean of 10 item questions (4.312)**	**Average Std. Deviation of 10 item questions (1.0836)**

Findings of the research question two: impact of grammatical mistakes on English speaking skill, which states, " What is the impact of grammatical mistakes on English speaking skill among students of the English Department at Sayed Jamaluddin Afghani University?" Table 2 provides the statistics, including frequency, minimum, maximum, std. deviation, and the mean of the respondents' perspective regarding the impact of grammatical mistakes on English speaking skills. Table 2 presents the perspective of English Department students at Sayed Jamaluddin Afghani University on the impact of grammatical mistakes on English speaking skills. The RQ2 is examined through 10 item questions (11, 12, 13, 14, 15, 16, 17, 18, 19, 20). The average mean for the RQ2 is 4.299 with a standard deviation of 1.1378. This average mean value shows a high-level impact of grammatical mistakes on English-speaking skills from the perspective of English Department students at Sayed Jamaluddin Afghani University.

Table 2 Descriptive statistics of the impact of grammatical mistakes on English Speaking skill.

Descriptive Statistics					
RQ1-10	N	Mini	Max	Mean	**Std. Deviation**
I feel confident when speaking English in front of others.	120	1	5	4.26	**1.254**
I notice my own grammar mistakes while speaking English.	120	1	5	3.97	**1.256**
Grammar mistakes affect my fluency during English conversations.	120	1	5	4.51	**.830**
People have misunderstood me due to grammar mistakes in speech.	120	1	5	4.48	**.925**
I feel nervous about making grammar errors when speaking English.	120	1	5	4.21	**1.215**
I often make grammar mistakes when speaking, especially with tenses or sentence structure.	120	1	5	4.51	**.979**
I try to correct my grammar mistakes while speaking.	120	1	5	4.28	**1.278**

When someone corrects my grammar while speaking, I feel uncomfortable.	120	1	5	4.17	**1.232**
Grammar mistakes reduce my ability to speak confidently in academic or formal settings.	120	1	5	4.43	**1.051**
Good grammar is essential for effective spoken English communication.	120	1	5	4.17	**1.358**
Valid N (listwise)	**120**			**Average mean (4.299)**	**Average mean Std. Deviation of (1.1378)**

Discussion

The study revealed the grammatical errors and writing and speaking skills among students of the English Department of Sayed Jamaluddin Afghan University. The statistical results showed that the increase in grammatical errors hurts the students' writing and speaking skills. This finding is consistent with studies that consider grammatical knowledge as a fundamental factor in the development of language skills in English language learning (Ellis, 2006; Brown, 2007). This means that the more grammatical errors students make, the weaker their writing and speaking skills become. This finding supports the findings of Richards & Schmidt (2010), who argue that a good knowledge of grammar is essential for fluent speaking and effective writing for language learners.

Most students make errors in tenses, cases, and subject-verb agreement while writing, which affects the clarity and coherence of their sentences (Hinkel, 2004). Based on these results, it can be said that the incorrect use of grammar leads to a decrease in the quality of academic writing, as it hinders the reader's understanding (Bitchener & Ferris, 2012). The writings of students with fewer grammatical errors were clear, logical, and coherent in terms of meaning. This shows that grammatical accuracy is an important condition for academic writing (Hyland, 2016).

This finding is consistent with the research of Thornbury (2005), who states that grammatical errors disrupt students' speaking and affect the process of listening comprehension. Most of the participants in the study said that the fear of grammatical errors affects their confidence and confidence in speaking, which prevents them from practicing the language. This supports Krashen's (1982) "Affective Filter Hypothesis," which states that students' emotional stress negatively affects their language production ability.

This study confirms the findings of previous studies that a lack of grammatical knowledge plays an important role in the weakness of language skills. For example, Zhang (2009) found that the level of grammatical errors among Chinese students was the main reason for their poor writing skills. Similarly, Fareed, Ashraf, & Bilal (2016) showed that the weakness of Pakistani university students' writing was due to grammatical errors. The findings, but the types of errors among students of Syed Jamaluddin Afghan University have a unique pattern: most errors were observed in the use of verb tenses, prepositions, and articles. This suggests that existing linguistic teaching methods should be further strengthened based on grammar exercises.

The results of the study send a message to teachers that grammar teaching should be part of language skills training, not just a separate rule lesson. Grammar error correction should be an active part of writing and speaking exercises. According to Ellis (2009), feedback or grammar correction is an effective tool for language acquisition, because students' progress through understanding their errors. Furthermore, fluency and conceptual clarity (coherence) should also be taken into account in language tests and assessments (Weigle, 2002). This will encourage students to not only avoid errors but also practice conveying meaning. Rahimi et al. (2022) suggested that Afghanistan ministry of higher education should rethink about the policies about teaching English as foreign language.

Limitation

Although the study has significant results, it has certain limitations. The sample size was limited and only included students from one university. It is recommended that future research include students from different universities to generalize the results. Also, future research could use an experimental design to directly test the effects of grammar training.

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